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**STUDY OF GENDER-INTEGRATION IN CLASSROOM
TRAINING AT THE NAVY RECRUIT TRAINING
COMMAND**

by

Tracy A. Dobel

September 1998

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**STUDY OF GENDER-INTEGRATION IN CLASSROOM TRAINING AT THE
NAVY RECRUIT TRAINING COMMAND**

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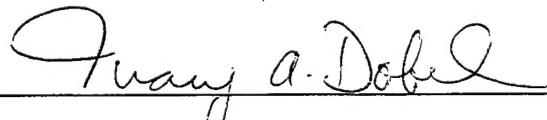
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ABSTRACT

This thesis examines progress toward gender-integrated training at the Navy Recruit Training Command (RTC) in Great Lakes, Illinois. The study is largely descriptive, and attempts to determine if gender discrimination or gender bias occurs in the Navy's recruit training classes. The study adopted a definition of gender discrimination and gender bias by the American Association of University Women in a 1992 evaluation of gender equity in the educational setting. Focus-group interviews were conducted with 34 personnel at RTC. Ten classroom sessions were observed to assess interactions between classroom instructors and recruits and to determine whether gender discrimination or gender bias occurs in the training classes. Six main themes emerged from the interviews and the classroom observations, including: a strong consensus that gender-integrated training is valued by instructors and recruits alike; and no apparent evidence of gender discrimination or gender bias in the recruit training classroom. These results offer an analytical lens for viewing and assessing gender-equitable training at the "bootcamp" phase in the Navy.

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I. INTRODUCTION

A. BACKGROUND

In 1992 the American Association of University Women (AAUW) released a groundbreaking study on how girls are "short changed" in classrooms. The AAUW study addressed issues related to gender discrimination and gender bias in the classroom. The study defined gender discrimination and gender bias as follows:

Gender discrimination is the overt denial of opportunity for access and/or participation based on gender. Gender bias is the underlying network of assumptions and beliefs that males and females differ in systematic ways other than physically, such as in talents, skills or aptitudes. Gender bias is more subtle, more difficult to identify, and probably more pervasive in classrooms at all levels.¹

Educators and politicians have become increasingly aware of gender treatment in the classroom and the need to avoid gender bias.

Allegations of gender mistreatment and sexual misconduct in the military have also become the focus of educators and politicians. Allegations of sexual assault at the Army's Aberdeen Proving Ground in Maryland drew attention to the issue of gender-integrated recruit training. Secretary of Defense William Cohen appointed an advisory committee to examine gender-integrated training in the military. The Army, Navy, and Air Force conduct gender-integrated recruit training. The Marine Corps segregates men

¹ J. Streitmatter, *Toward Gender Equity in the Classroom: Everyday Teachers' Beliefs and Practices* (New York: State University of New York Press), 4.

and women during recruit training. The committee, appointed by the Secretary of Defense, has examined recruit training and recommended segregated recruit training for all services. William Cohen did not agree with this recommendation; however, he was amenable to “separate housing” for recruits and ordered the Army, Navy, and Air Force to house their recruits in separate living areas and/or barracks.

The study examines progress toward gender-integrated training at the Navy’s Recruit Training Command (RTC) in Great Lakes, Illinois. The definition of gender-integrated training at RTC Great Lakes, Illinois is “an ‘integrated division’ . . . actually composed of two divisions, approximately 160 recruits, split in half.”² The “integrated division” is comprised of a “brother” and “sister” division. Each division consists of approximately 80 recruits, with separated berthing compartments in the same building. Divisions integrate during the first week of training, and stay integrated until graduation. The gender-integrated training events at RTC Great Lakes include: classroom training, labs, marching, meals, chapel, medical and dental appointments, watches, service week, and ceremonies. All classroom training at RTC is gender-integrated with the exception of two modules, the male and female wellness class and the rape awareness class.

B. PURPOSE

The purpose of the thesis is to assess the gender-integrated curriculum and lesson plans, including the instructor’s delivery of the lesson plans, with respect to gender

² Department of the Navy, Recruit Training Command. PowerPoint Presentation to the Honorable William S. Cohen, 11 September 1997, 2.

discrimination or bias. The research focuses particularly on the perceptions and experiences of curricular development officers, classroom instructors, and recruits in the recruit training classrooms at RTC Great Lakes, Illinois.

C. SCOPE AND METHODOLOGY OF THE STUDY

The study seeks to describe and examine the gender-integrated recruit curriculum at RTC Great Lakes and to determine whether gender discrimination or gender bias occurs in recruit training classes. The study also attempts to reveal strengths and weaknesses in the gender-integrated curriculum, lesson plans, and the instructor's delivery of the material. The methods of research for the study include: 1) a descriptive-analytical study of the curriculum implementation and change process at RTC Great Lakes, Illinois; 2) a descriptive-analytical study of the lesson plans with respect to gender equity; 3) interviews with RTC curriculum development officers, classroom instructors and recruits; and 4) observations of classroom training.

The method selected to determine perceptions and experiences of the respondents was focus-group interviews. The interviewees were conducted with three groups: 1) curricular development officers; 2) classroom instructors; and 3) recruits. The purpose of surveying the three groups was to provide a comprehensive analysis from the perspective of the stakeholders identified. The survey also included ten recorded classroom observations.

D. EXPECTED BENEFITS OF THE THESIS

Over the past twenty years, the relationship between education and gender has attracted considerable interest and research. The study attempts to shed some light on the current gender-integrated curriculum and classroom practices that recruits experience at RTC Great Lakes, Illinois. At the same time, interviews and classroom observations reveal the perceptions and experiences of RTC personnel who are directly affected by gender discrimination and gender bias as it relates to the gender-integrated curriculum. Likewise, conclusions are drawn to reveal the current practices surrounding the gender-integrated curriculum, and to explore possible areas for change.

E. ORGANIZATION OF THE THESIS

Chapter II provides background information and a history of the Navy's gender-integrated recruit training. The chapter also defines key terms along with related literature on gender discrimination and gender bias. Chapter III describes the methodology used in the study. The results of the interviews and classroom observations are provided in Chapter IV. Main themes are developed from the perceptions and experiences of respondents with supporting justifications. Results of ten classroom observations are also provided in Chapter IV. Chapter V presents conclusions, recommendations, and potential areas for further research.

II. LITERATURE REVIEW

A. OVERVIEW

This chapter focuses on gender-integrated training as it relates to the U.S. Navy and issues surrounding gender-integrated education and gender equity in the classroom. Of primary interest here are gender discrimination and gender bias in an educational setting. First, a history of Navy gender-integrated training is provided, emphasizing two studies relevant to gender-integrated training in the Navy. Next, the chapter presents a brief overview of Recruit Training Command (RTC) Great Lakes and its organization. The chapter concludes with a discussion of the principles and strategies that have been applied to achieve gender equity in education.

B. HISTORY OF NAVAL GENDER-INTEGRATED TRAINING

In 1938, the Naval Reserve Act was established allowing for the enrollment of qualified women into the Navy. Previously, women served as nurses or “yeomanettes.” Women serving as “yeomanettes” were responsible for administratively processing male draftees. Four years later, in 1942, the Naval Reserve Act of 1938 was revised to include Women Auxiliary Reserve, later referred to as “WAVES” or Women Accepted for Volunteer Service. In 1948, President Harry S. Truman approved the Women’s Armed Services integration Act. This act abolished the Women’s Auxiliary Reserve Act of

1942. Women were now able to serve in the Navy in an active or reserve status.³ As Thomas and Bruyere write:

During World War II, Navy enlisted women received their basic training on the campuses of three women's colleges. The first regular bootcamp for women was established in 1948 at Great Lakes Naval Training Station, Illinois, where men had been trained for decades. This arrangement was short-lived, however, because the space was soon needed for men as the Korean War escalated. In 1951, the Women's Recruit Training Unit was opened at Bainbridge, Maryland, where it remained for the next 21 years. During these years, women were trained by other women . . .⁴

In 1972, the Naval Training Center (NTC) Orlando, Florida became the female recruit training center. Men and women were both trained here, however, they were in gender-segregated companies. Over the next twenty years, men and women received the same training, but separately. According to Thomas and Bruyere, "In the eyes of the Navy, however, recruit training at this location was 'integrated.'"⁵

In February of 1992, as a result of the Navy Women's Study Group⁶, the Chief of Naval Education and Training (CNET) approved a pilot program to conduct gender-integrated training at Recruit Training Command (RTC) Orlando, Florida. The purpose of this pilot program was to examine the feasibility of men and women training together

³ Department of the Navy, Public Affairs Library, "History and Firsts of Women in the Navy" (Washington D.C.: Author, 1997).

⁴ P.J. Thomas and Captain K.M. Bruyere, USN, "Gender Integrated Recruit Training" (San Francisco: Author, 1993), 1.

⁵ Ibid., 2.

⁶ Department of the Navy, Chief of Naval Operations. *An Update on the Progress of Women in the Navy* (Washington D.C.: Author, 1991).

at bootcamp (Navy recruit training commands are referred to as "bootcamp"). The program consisted of twenty-one companies, nine of which were integrated, two were female-segregated companies, and ten were male-segregated companies. A total of 884 recruits were randomly selected and placed in the gender-integrated companies. The number of recruits in the gender-integrated companies ranged from 54 to 168. The male-to-female ratio of the gender-integrated companies ranged from 80 percent male/20 percent female, to 50 percent male/50 percent female. "For research and comparison purposes, two segregated training groups, encompassing two female and 10 male companies with a total of 1,027 recruits were trained under the same criteria as the integrated companies. In total, 1,911 male and female recruits, in 21 companies, comprised the Gender Integrated Recruit Training Program."⁷ The men and women in this pilot program experienced all phases of the same training regardless of the composition of their respective company.

The pilot program ended in May, 1992. During the pilot program an external organization was asked by the Commander, Recruit Training Command (RTC) at the Naval Training Center (NTC), Orlando, Florida to conduct an evaluation of gender-integrated training. The organization that conducted the study was the Division of Policy Planning Research at the Defense Equal Opportunity Management Institute (DEOMI),

⁷ Department of the Navy, Chief of Naval Technical Training, "Gender Integrated Recruit Training Pilot Program Final Report" (Millington, TN: Author, 1992), Enclosure 1.

Patrick AFB, Florida. A brief outline of the study and recommendations are provided in the following section.

1. Defense Equal Opportunity Management Institute (DEOMI) Study

From January through June 1992, DEOMI conducted an external evaluation of the Navy's gender-integrated pilot program. The purpose of the study was to measure the effect of gender-integrated training on recruits. Twenty-two recruit companies (nine all-male, four all-female, and nine gender-integrated) were surveyed and interviewed for perceptions and performance scores. A total of 1,621 recruits in the selected companies were surveyed.

Data taken from the surveys show a positive reaction to gender-integrated training. Interviews and comments by the recruits supported gender-integrated training. As Scarpate and O'Neill observe, "The perceptual results indicate that, if given a choice, both male and females would prefer to be assigned to an integrated company."⁸ Recommendations from the DEOMI study include: 1) Integrated training should continue at RTC Orlando; 2) a follow-on survey should be conducted of graduates included in the pilot program study to determine if gender-integration has an impact on mission readiness; and 3) the same study should be conducted at a later date to eliminate any "halo effect" that might have existed in the study.⁹

⁸ J.C. Scarpate and M.A. O'Neill, "Evaluation of Gender Integration at Recruit Training Command, Orlando, Florida" (Patrick Air Force Base: DEOMI, 1992), 4.

⁹ Ibid., 5.

The DEOMI study was one of the first attempts to measure the impact of gender-integrated training on the Navy recruits. The second study reveals the perceptions of trainers and trainees in both gender-integrated and gender-segregated military installations. The study was conducted by the Defense Advisory Committee of Women in the Armed Services (DACOWITS). Each year, members of DACOWITS visit military installations to gain a better understanding of matters pertaining to military women.

2. Defense Advisory Committee on Women in the Services (DACOWITS)

The Defense Advisory Committee on Women in the Services (DACOWITS) was established in 1951 to advise the Secretary of Defense on matters pertaining to women in the Armed Forces. Members of DACOWITS are appointed by the Secretary of Defense based on civic leadership, outstanding business reputations, education, or public service. Military personnel are assigned to work with DACOWITS, although they are not considered part of the committee. All committee members are required to visit nearby military installations. The purpose of the visit is to ensure that members are kept informed on current military activities. Specifically, "...Recommendations relevant to the optimum utilization of women in America's armed forces, and on quality of life issues impacting the mission readiness of our military women"¹⁰ are provided to the Secretary of Defense. Historically, recommendations that result from these visits have affected policies pertaining to women in the armed forces.

¹⁰ Defense Advisory Committee on Women in the Services (DACOWITS), "Fact Sheet" (Washington D.C.: Author, 1998), 1.

In 1997, “the DACOWITS conducted visits to 12 training schools at nine installations of the five armed forces and met with more than 1,200 trainees and trainers”¹¹ It is worth noting that a majority of these visits occurred by the direction of the Secretary of Defense after allegations surfaced of sexual assault at the Army’s Aberdeen Proving Ground in Maryland. Many related issues were raised by the trainees and trainers at the facilities DACOWITS visited. Results relating to gender equity issues were listed under “Equality Management” in the 1997 DACOWITS report:

Sexual harassment and equal opportunities systems that work; the persistence of gender discriminatory behaviors; the “artificial” gender relationships that are part of the socialization experiences in basic, intermediate and advanced training; and the under valuation of trainers, especially the under valuation and under-representation of women trainers, were the most common perceptions raised across all five Armed Forces in both basic and advanced training environments....¹²

One of the Navy installations visited by DACOWITS was the Great Lakes Naval Training Center (NTC). DACOWITS findings specific to Great Lakes NTC were:

- **Sexual Harassment Education and Complaint Systems**

Individual cases of harassment from time to time were perceived as occurring, but service members also noted that the systems in place to address harassment are working. Systems working well were especially commented upon at Great Lakes Naval Training Center.¹³

¹¹ William Cohen, “Defense Advisory Committee on Women in the Services Military Installation Visits” (Washington D.C.: Author, 1998), 1.

¹² Judith A. Youngman, 1997 DACOWITS Chairperson, “Report on 1997 DACOWITS Training Installation Visits” (Washington D.C.: Author, 1998), 2 .

¹³ Ibid.

- **Gender Discriminatory Behaviors**

If gender discriminatory behaviors occurred, trainees perceived that trainers either engaged in such behaviors or visibly tolerated them. Gender discriminatory behaviors were perceived in both gender-segregated and gender-integrated training units. Some males at Great Lakes Naval Training Center perceived that a few male trainers of units with only male trainees openly expressed negative attitudes towards women. Both men and women trainees in basic, intermediate, and advanced training installations openly discussed inconsistent attitudes toward women encountered in training environment and attributed attitudes and behaviors toward women directly to the “tone” and leadership examples set by their trainers.¹⁴

- **“Artificial” Gender Relationships**

Trainees described their inability to interact, team-build, touch, or even talk to each other during training, and frequently during social time as well. Trainer perceptions of the effects of the imposed separation of men and women in gender-integrated units were mixed. Women trainers and men trainers from gender-integrated branches and specialties more frequently had mixed reactions than men trainers from gender-segregated units. Most perceived that trainees would be more “fleet and field ready” if men and women first learned how to work together in a supervised training environment, where they could better learn professional behaviors across gender lines. Trainees in general did not share some trainers’ perceptions that if they were allowed to interact “normally” with members of the opposite gender they would be too distracted to learn. They pointed out that they went to school and engaged in extracurricular activities with members of the opposite gender for most of their lives.¹⁵

The issues in the DACOWITS report reflect the perceptions of trainers and trainees in the Armed Forces. No conclusions or recommendations, based on the service members’ perceptions, were provided by DACOWITS in this report. However, this report revealed allegations of gender discrimination and gender bias at certain military installations based on the perceptions of the interviewees.

¹⁴ Ibid.

¹⁵ Ibid.

The Navy installation visited by the DACOWITS committee was the Naval Training Center (NTC) Great Lakes, Illinois. RTC Great Lakes is a subordinate command of Naval Training Center (NTC) Great Lakes. Although the DACOWITS report did not differentiate between RTC or NTC, there were some perceptions of gender bias at the Great Lakes training command. For example, one trainee, at NTC, observed that male trainers in gender-segregated companies tend to openly display negative opinions toward women.

It is events or perceptions such as this that the Navy needs to address. Whether or not gender-integrated training should continue is not the issue. The concern should be the improvement of the current gender-integrated program. Improvements should include the awareness of perceptions of gender inequities that may occur in the training environment. Instructors and trainers need to be made aware of actions that promote gender discrimination and gender bias. Awareness is the key. If instructors know what actions or words to stay avoid, then, possibly, gender equity may be attained.

The following sections provide an overview of RTC Great Lakes and specify how the gender-integrated divisions are formed.

C. RECRUIT TRAINING COMMAND (RTC) GREAT LAKES, ILLINOIS

The Chief of Naval Education and Training (CNET) is ultimately responsible for recruit training. As noted in the Navy School Management Manual, "CNET provides over 3100 formal courses of instruction, manages over 20,000 instructors and other trainer

billets, and trains over 900,000 students per year.”¹⁶ A direct subordinate of CNET is Navy Recruit Training Command (RTC), Great Lakes, Illinois. In 1994, Navy Recruit Training Command (RTC) Great Lakes, Illinois became the only recruit training command for the United States Navy.

Basically, the training command helps male and female recruits adjust to life in the fleet. The mission of recruit training is to “transform civilians into motivated and disciplined apprentice Sailors; prepare recruits for follow-on specialized training; and prepare recruits for service in the fleet.”¹⁷ In fiscal year (FY) 1997, 900 officers, enlisted personnel, and civilians were responsible for transforming approximately 38,000 civilians into sailors. Female recruits represented 14 percent of graduating recruits in FY 1997 and approximately 17 percent in FY 1998.¹⁸

1. Organization and Gender-Integration

When recruits arrive at RTC Great Lakes they are assigned to gender-segregated divisions for “Inprocessing.” “Inprocessing” consists of uniform and ditty bag issue, medical/dental examinations, male and female “wellness” lectures, and other administrative paperwork. After “inprocessing,” male and female recruits are integrated.

¹⁶ Department of the Navy, Chief of Naval Education and Training, *Navy School Management Manual* (NAVEDTRA 135A), (Pensacola, FL: Author, 1995), 1.

¹⁷ Department of the Navy, PowerPoint Presentation, 3.

¹⁸ Ibid., 4.

All female divisions are assigned a “brother” division. That is, half of a female division pairs with half of a male division to form a gender-integrated division. All female recruits are assigned to gender-integrated divisions. Not all males participate in gender-integrated training, however, because of the ratio of male to female recruits. As Truesdale observes, “There are only enough women entering recruit training to facilitate about 9 percent male recruit participation in gender-integrated training. In FY 1997, 91 divisions of 580 recruit divisions formed were gender-integrated. The remaining 489 divisions were all-male.”¹⁹ The integrated-divisions are together for all phases of the training curriculum with the exception of one classroom session, rape awareness.

The complement of gender-segregated divisions during “Inprocessing” is approximately 80 recruits. The number of recruits in a gender-integrated division remains around 80, because of the split (approximately 160 recruits) between the two gender-segregated divisions (one male and one female). Twelve divisions combine to form 1,000-person “ships.” Each “ship” is a separate building on the RTC complex and houses recruits. There are 14 “ships” on the complex. Each “ship” possesses the name of an active Navy warship and a Commanding Officer is assigned to each ship. Traditionally, the Commanding Officer (CO) is a junior officer. The CO ensures that Navy tradition, customs, and courtesies are carried out onboard his or her ship. Recruits carry out “shipboard” duties, such as standing watches, to help acclimate them to life in

¹⁹ Lisa M. Truesdale, “Navy Recruit Training as a Gendering Process,” Master’s Thesis, Naval Postgraduate School, Monterey, CA, 1998, 14.

the fleet. Overall, the Director of Training, is responsible for the “ships” and reports to the Executive Officer and Commanding Officer, RTC Great Lakes.

D. GENDER-EQUITABLE EDUCATION

The following sections define certain terms used in the study: sex, gender, sex equity, and gender equity. Principles and strategies for the promotion of gender-equitable education are also provided.

1. Differences Between Sex and Gender

To understand the meaning of gender equity in education, it is important to distinguish between “sex” and “gender.” The terms “sex” and “gender” are frequently used interchangeably, although the terms possess different meanings. “Sex”, in this context, refers to the basic physiological differences between men and women. “Gender” is a product of cultural influences. Gender “involves those social, cultural and psychological aspects linked to males and females through particular social events. What a given society defines as masculine or feminine is a component of gender.”²⁰

Two other terms worth differentiating are “sex equity” and “gender equity.” Sex equity is defined as:

²⁰ Linda L. Lindsey, *Gender Roles: A Sociological Perspective*, 3rd ed. (Upper Saddle River, NJ: Prentice Hall, 1997), 3.

Freedom from favoritism based upon gender. Achieving sex equity enables both men and women of all races and ethnic background to develop skills needed in the home and in the paid labor force, and that suit the individual's "informed interests" and abilities.²¹

Equity refers to the equal treatment of everyone regardless of gender, race, religion, or ethnic background. Gender equity also deals with equal treatment, as Huffman states:

Gender equity is the elimination of sex-role stereotyping and sex bias from the educational process, thus providing the opportunity and environment to validate and empower individuals as they make appropriate career and life choices.²²

Gender-role stereotyping is when someone attributes behaviors, abilities, and interests to a group of individuals or a single individual because of their gender. An example of traditional gender-roles would be the assumption that all females are weak and that males are strong. Gender-role stereotyping is done through a socialization process which begins at birth.²³ For example, baby boys are dressed in blue and receive toy trucks, building blocks as gifts while baby girls are dressed in pink and given dolls, silver mirrors, and "delicate" pretty gifts to play with. Another example would be assuming that boys become doctors and girls become nurses. An awareness of this type of "categorizing" can only help attain gender equity in classrooms.

²¹ Florence Huffman, "Gender Equity in Education" (Lexington, KY: Clark Publishing, 1997), 5.

²² Ibid.

²³ Ibid.

2. Gender Equity in Education

Gender-equitable education involves the inclusion of the experiences and perceptions of both men and women (boys and girls) in all areas of education.²⁴ Current research revolves around public and private education systems, however, gender-equitable strategies may also be applied to a Navy classroom.

Research indicates that there are daily instances of gender bias in civilian classrooms. Gender bias is “the underlying network of assumptions and beliefs that males and females differ in systematic ways, other than physically, such as in talents, skills or aptitudes.”²⁵ Gender bias is more subtle and more difficult to identify than is gender discrimination. “Gender discrimination is the overt denial of opportunity for access and/or participation based on gender.”²⁶ Fortunately, gender discrimination is not prevalent in today’s classrooms. On the other hand, gender bias seems to exist, although it may be very difficult to detect.

²⁴ Ministry of Education, *Report of the Gender Equity Advisory Committee*, February 1996, 1.

²⁵ Streitmatter, 4.

²⁶ Ibid.

Instances of gender bias are so subtle in American classrooms that teachers are often unaware they exist. Caught up in the many daily decisions regarding the curriculum and classroom management, teachers have little time to reflect on and analyze their interactions with girls and boys in their classrooms. In fact, however, studies show that teacher's personal communication with and informal instruction of students – often referred to as the "hidden curriculum" – have a major impact on the achievement and future success of both girls and boys.²⁷

How teachers communicate with students is different for male and female instructors. When comparing male instructors with female instructors, male instructors tend to be more direct with students while female instructors are more indirect.²⁸ A study conducted in 1994 suggests that there are differences in teaching strategies employed by male and female teachers. The specific differences in strategies between male and female teachers are described as follows:

- Male and female teachers use different instructional and management strategies.
- Male teachers are more direct with students while female teachers are indirect.
- Male teachers are more subject-centered while female teachers are more student-centered.
- Male teachers lecture more while female teachers ask more questions.
- Male teachers are more likely to criticize wrong answers while female teachers are more likely to praise students for answering correctly, but less likely to give students feedback when wrong.

²⁷ D. Welton and J. Mallan, *Children and Their World: Strategies for Teaching Social Studies* (Princeton, N.J.: Houghton Mifflin, 1996), 14.

²⁸ Carol Sue Marshall and Judy Reinhartz, "Gender Issues in the Classroom," *The Clearing House* 70 (July-August 1997): 335.

- Male teachers tend to not assign students to groups while female teachers tend to assign students to groups.
- Male teachers reprimand students more while female teachers reprimand students less.
- Male teachers employ a teaching style closer to male learning style while female teachers employ a teaching style closer to female learning style.
- Male teachers reinforce boys for stereotypical male behavior.
- Female teachers are more available to students during class time.²⁹

If teachers are made aware of their teaching style, they can begin to develop new strategies for the promotion of gender-equitable education. Gender equity stresses working to promote an educational setting that enhances the performance of all students, regardless of their gender. A Canadian study group presented the following principles of gender equity in education:

- All students have the right to a learning environment that is gender equitable.
- All education programs and career decisions should be based on a student's interest and ability, regardless of gender.
- Gender equity incorporates a consideration of social class, culture, ethnicity, religion, sexual orientation and age.
- Gender equity requires sensitivity, determination, commitment, and vigilance over time.
- The foundation of gender equity is cooperation and collaboration among students, educators, education organizations, families and members of communities.³⁰

²⁹ H. Grossman and S.H. Grossman, *Gender Issues in Education* (Boston: Allyn and Bacon, 1994).

³⁰ Ministry of Education, 1.

Although the study is based on civilian education, these general principles may be applied in a military classroom. Any teachers, civilian or military, who adopt these principles and implement strategies that encourage students to experience the curriculum can provide opportunities for students to be actively involved in their learning. The Canadian study group also outlined several general strategies for gender equitable teaching:

- Be committed for learning and practicing equitable teaching.
- Use gender-specific terms to market opportunities.
- Modify content, teaching style, and assessment practices to make non-traditional subjects more relevant and interesting for male and female students.
- Highlight the social aspects and usefulness of activities, skills, and knowledge.
- When establishing relevance of material, consider the different interests and life experiences that girls and boys may have.
- Choose a variety of instructional strategies such as cooperative and collaborative work in small groups, opportunities for safe risk taking, hands-on work, and opportunities to integrate knowledge and skills (e.g., science and communication).
- Provide specific strategies, special opportunities, and resources to encourage students to excel in areas of study in which they are typically under-represented.
- Design lessons to explore man perspectives and to use different sources of information; refer to male and female experts.
- Manage competitiveness in the classroom, particularly in areas in which male students typically excel.

- Watch for biases (e.g., in behavior or learning resources) and teach students strategies to recognize and work to eliminate inequities they observe.
- Be aware of accepted gender-biased practices in physical activity (e.g., in team sport, funding for athletes, and choices in education programs).
- Share information and build a network of colleagues with a strong commitment to equity.
- Model non-biased behavior: use inclusive, parallel, or gender-sensitive language; question and coach male and female students with the same frequency, specificity, and depth; allow quiet students sufficient time to respond to questions.
- Have colleagues familiar with common gender biases observe your teaching and discuss any potential bias they may observe.
- Be consistent over time.³¹

Teachers who are committed to gender equity in the classroom are better prepared to provide effective learning opportunities for all students, civilian and military alike. At the same time, awareness of the existence of gender discrimination and gender bias in the classroom is a first step in attaining a gender equitable classroom.

³¹ Ibid., 2.

III. METHODOLOGY

A. DATA COLLECTION

The study used information obtained through in-depth group interviews and classroom observations to explore perceptions of gender-integrated training at RTC Great Lakes. The primary focus of the study was to determine if differences in gender treatment occur in the recruit training classroom. A related, secondary focus of the study was to determine if gender discrimination and/or gender biases exist in the gender-integrated curriculum at RTC Great Lakes. The study assessed the perceptions and experiences of three distinct groups interviewed at RTC Great Lakes. The three groups included: 1) curricular development officers; 2) classroom instructors; and 3) recruits. The purpose of surveying the three groups was to provide a comprehensive analysis of the RTC training program and its stakeholders. Interviews were conducted to gather data related to the following: the development process and changes to lesson plans; the delivery of the lesson plans to the recruits, as indicated by the learning objectives; and instructor to student and student to student interactions. The survey also included ten recorded classroom observations.

The total number of personnel interviewed was 34. The 34 respondents represented the three main groups noted above. As seen in Table 1, the sample population of the first group, curricular development officers, was five. The paygrade of respondents in this group ranged from E-7 (Chief Petty Officer) to 0-3 (Lieutenant).

Civilians, who had 15-plus years of experience in naval education and training, were also included in this group as well. All respondents in this group were male. Years of experience as curriculum development officers ranged from 1 to 15 or more years. The sample population of the second group, classroom instructors, was nine. The paygrade of respondents in this group ranged from E-5 (2nd Class Petty Officer) to E-8 (Senior Chief Petty Officer). Eight of the nine respondents were male. Years of teaching experience for the classroom instructors ranged from 11 months to 9 years. The sample population of the third group, was 20 recruits. The paygrade of respondents in this group was E-1 (Seaman Recruit). Ten of the respondents were male and ten were female. The 20 recruits represented four divisions, and were interviewed in four subgroups of five each (These are described in Table 1 as subgroups 3-A through 3-D.). Two subgroups consisted of ten women, five each from two different integrated divisions, and two subgroups consisted of men. One male subgroup was from a segregated division, and the other male subgroup represented an integrated division. All four subgroups of recruits were in different phases of their training. The first subgroup of women interviewed was at its "7-3" day of training (which means the 7th week, 3rd day). Recruits graduate from RTC Great Lakes on their "8-6" day. The second subgroup of women was at its "4-5 day" of training. The first subgroup of men was at its "6-5" day of training and was the segregated division, having no formal interactions with women. The second male subgroup interviewed was the integrated division in its "3-2" day of training.

Table 1. Description of Sample Groups

Group	Description	Rank/Grade	Sample Size	Gender	Phase of Training
1	Curricular Development Officers	E-7/0-3/Civilian	5	male	not applicable
2	Classroom Instructors	E-5 to E-7 E-6	8 1	male female	not applicable not applicable
3	Recruits (4 groups of 5)				
3-A	(integrated division)	E-1	5	female	7th week 3rd day
3-B	(integrated division)	E-1	5	female	4th week 5th day
3-C	(segregated division)	E-1	5	male	6th week 5th day
3-D	(integrated division)	E-1	5	male	3rd week 2nd day

The group interviews were conducted at RTC Great Lakes, Illinois. The group interviews were recorded on audio cassette with the permission of each individual participant. Notes were taken during each group interview, which lasted between one and three hours. Ten classroom observations were conducted at RTC Great Lakes. The classes observed and their day of training (in parentheses) are as follows:

- “Listening” and “Notetaking” (P-3)
- “Sexual Harassment and Fraternization” and “Equal Opportunity” (1-4)
- “Shipboard Communication” (3-3)
- “First Aid Training” (3-4)
- “Navy Core Values” (1-2)
- “Uniforms and Grooming” (3-2)
- “Navy Ships” and “Navy Aircraft” (3-5)
- “Uniform Code of Military Justice (UCMJ)”, “Equal Opportunity Complaint Procedures”, and “Discrimination” (P-3)
- “Rape and Sexual Assault Awareness” (1-1)

- “Enlisted Rate and Officer Rank Recognition (Other Services)” (8-2)

The interviews and classroom observations were conducted over the period 11-15 May 1998. It should be noted that during this time period, the Inspector General of the Navy was at RTC Great Lakes investigating allegations of sexual misconduct between recruits and Recruit Division Commanders, who are the drill instructors. It is possible that the atmosphere during this time period was somewhat unusual due to the nature of the investigation. Even though the groups interviewed were not under investigation, the initial atmosphere of the interviews was tense until the respondents were assured that their confidentiality would remain intact. The data collected throughout the interview process were considered forthright and taken at face-value.

Before each interview, the respondents were asked to read an interview protocol. The protocol provided an overview of the interview topic, the interviewer's current command, and a statement emphasizing confidentiality of the interview. Permission was obtained orally from each respondent to record the interview. It did not appear that the rank of the researcher (O-3) was a factor with the subjects interviewed. Open-ended questions were asked. The respondents were able to clarify or add to the question and related subjects. The interview protocol and questions asked of the three groups are presented in Appendix A.

B. DATA ANALYSIS AND THEME DEVELOPMENT

Data analyses were conducted to identify common or recurring themes from the perspective of the three main groups interviewed. The prominent themes related to

gender-integrated issues in the curriculum and in the classroom. The themes are presented in Chapter IV with supporting justifications.

IV. RESULTS

A. OVERVIEW

Analysis of the data in this study yielded six prominent themes. The data collected revealed themes specific to the respondents' experiences with the gender-integrated curriculum. A total of six general themes (shown as I through VI below) were identified. Themes that emerged from the first group (I and II), curriculum development officers, focus on experiences dealing with curriculum development, lesson plans, and implementing changes. Themes from the second group (III, IV, V and VI), classroom instructors, relate to experiences in the delivery of lesson plans to the recruits. Themes from the third group (V and VI), recruits, involve perceptions of the classroom instructor and issues related to gender-integrated training.

The themes that emerged from the three groups were specific to that group's perspective on gender-integrated training, and whether or not gender discrimination or gender-bias existed in the classroom. Overlapping or recurring themes across all three groups did not seem to be prevalent. Recurring themes among the three main groups were prominent, with overlap occurring between the second and third group, however.

The six general themes are presented below along with supporting justifications drawn from the interviews. Each justification is reinforced with interview quotations that exemplify the various experiences and perceptions of the three different groups interviewed.

B. THEME I: THE RTC CURRICULUM CHANGED ONLY SLIGHTLY AFTER THE INTRODUCTION OF GENDER-INTEGRATED TRAINING

The data collected indicate that only minor changes were made to the curriculum after the introduction of gender-integrated training. The curriculum development officers stated that, when RTC Great Lakes became integrated, their office was practically oblivious to this change. The curriculum office made some adjustments to the curriculum, ensuring that the curriculum supported an integrated training environment. As one development officer stated, “We looked at the curriculum more carefully to make sure it was gender neutral. We added the words ‘he and she’ when warranted, and utilized the word ‘recruit’ more often in our lesson plans.”

Another minor change to the curriculum was the addition of a lesson plan called “Female Wellness” to be given to women only. The male recruits received a similar lesson plan entitled “Male Wellness,” given to men only. The lesson plans addressed female/male hygiene issues. One curricular development officer who was attached to RTC when female recruits first arrived stated: “I was here when the females came. There was a transition of change and it was more of an operational change than a curriculum change. However, we did add the ‘Female Wellness’ lesson to our curriculum.”

Another curricular development officer stated that “women were more intimidated by the physical aspects of firefighting, so there are some changes in the works.” Another area that changed with the introduction of mixed-gender training at RTC was at the shooting range. The interviewees stated that women seemed to be more intimidated by live gun fire than were men, so a preparatory training module was added to the curriculum. This training module allowed female recruits to practice their marksmanship on a “virtual range,” with no live gunfire. Female recruits’ shooting scores

improved consistently and this addition to marksmanship training was implemented for men as well.

C. THEME II: CHANGES TO THE CURRICULUM ARE A RESULT OF THE NAVAL TRAINING REQUIREMENTS REVIEW (NTRR) PROCESS

Changes to the curriculum are an ongoing process for the curriculum development officer, otherwise known as the Course Curriculum Model Manager (C2M2). As one model manager stated:

C2M2 is responsible for maintaining, updating, and reviewing the curriculum. We own the curriculum and are responsible for it, but the Chief of Naval Education and Training (CNET) is really responsible for any major changes to the curriculum that affect money, manpower, and time. To make changes inside those constraints, we have the authority to do it.

Another model manager stated:

The curriculum has not changed specifically because of gender-integration, the curriculum has changed because of the NTRR process. As C2M2, we are responsible for the recruit curriculum. How the whole process worked of changing or updating the curriculum is by our subordinates which are the instructors. The instructors make changes mandated by CNET, by the NTRR process, or as a result of their recommendations because the instructors are considered the subject matter experts. NTRR is special with how people from different commands sit on the board. Anyone from fleet commanders to psychologists, CNET decides with us on who should come and how many should come and from what area they should come. But before the NTRR process, here at C2M2, we have what is called a Blue Ribbon Panel. The Blue Ribbon Panel is a bottom line/bottom up review of the recruit curriculum.

One model manager described the Blue Ribbon Panel and the NTRR process as follows:

The Blue Ribbon Panel is thought of as the father or mother of all the NTRRs. It's pre-NTRR, and they set up the direction we should go based on inputs from all of the customers. That is all NTRR really is; the customer input into our processes. That's how the customers tell us our needs, and it's frustrating because anyone can submit a chit and request a change to the curriculum. All request chits are addressed at NTRR. I just attended a NTRR last fall and there was something like 240 chits submitted for suggested changes to general military training [GMT]. We had to sort through all of those and say "yea" or "neah" on the concept of whether they should fit in or not. So, we are at the mercy of whoever leaks in, but that is not bad because you need customer input. Sometimes, they [those submitting the request chits] do not understand the whole concept of how we do business here because they haven't been to boot camp in years. They have a preconceived notion of what boot camp is like and expect it to be the same. It is very frustrating to respond to their old knowledge of what they assume they know what boot camp is like.

Changes were to be made only through the NTRR process. However, there were exceptions to this rule. When questioned about changes that occurred outside the NTRR process, the curricular development officers agreed that some changes were implemented faster than others depending on who wanted the changes made. For example, as one respondent stated:

NTRR is supposed to happen every three years but we have been doing them every year. We have been doing them more often because of our visibility. We have to answer to the world because we are in a fishbowl. We are only supposed to make changes through the NTRR process, but we make changes because of Congress, the CNO, and Washington dictating changes to us. We make these changes outside the NTRR process, and expedite them. This is not done very often with any other command, so that is what makes us unique in that respect.

Other changes were made to keep lesson plans current. The instructors were responsible for submitting the changes to C2M2. It is the classroom instructor's responsibility as the subject matter expert (SME) to ensure that these changes are appropriately made. The instructors were responsible for keeping abreast on changes in the fleet. For example, if a new class of ship were commissioned, the SME responsible

for the lesson plan, "U.S. Navy Ships and their Missions," would be responsible for submitting the change to C2M2.

C2M2 also conducted internal course reviews ensuring that the curriculum was current with events occurring in the fleet. As one curricular development officer stated:

We do a formal course review, we go to the school house and internal check the curriculum to make sure it is current with all the publications. We just did one a month ago and we work together to make sure they make all the changes and revisit the curriculum. We make pretty good changes as a result of the instructors.

Although curriculum changes did not occur as a result of the introduction of gender-integrated training, the processes described above ensure relevant changes are made to the curriculum.

D. THEME III: CLASSROOM INSTRUCTORS PERCEIVE LIMITATIONS IN THE LESSON TOPIC GUIDE (LTG) "RAPE AND SEXUAL ASSAULT AWARENESS"

The classroom instructors are responsible for teaching 31 lesson topic guides or LTGs. The scheduler assigns instructors to teach certain lesson plans. (A list of the lesson topics is provided in Appendix B.) As the scheduler observes:

Some people do not like to teach certain classes, but I am the scheduler and I try to even everything out. I try to give them [classroom instructors] classes to teach that they enjoy more than they do not enjoy. Sometimes it just doesn't work out, and they have to teach something they don't like. But they [classroom instructors] just get through it.

Eight out of the nine instructors interviewed were concerned about teaching the "Rape and Sexual Assault Awareness" lesson to the recruits. This lesson was taught in a segregated classroom with a same-gender instructor; that is, male instructors taught male

recruits, and female instructors taught female recruits. The eight instructors who expressed some concern about the lesson plan were all men. The lesson topic guide at the time of the interview states that the terminal objective is to “recognize what constitutes rape/sexual assault, the facts about rape/sexual assault, preventive measures, personal boundaries, and survival tactics.”³² The terminal objective is met through the following enabling objectives:

- Recognize the common myths and facts concerning rape/sexual assault.
- Identify the definitions of sexual assault and its types.
- Identify sexual assault related statistics.
- Identify the motives for committing sexual assault and the effects on the victim.
- Identify the Navy’s policy on sexual assault.
- Identify issues related to date/acquaintance sexual assault.
- Explain preventive measures and survival tactics for sexual assault.
- Identify steps to be taken by the victim after a sexual assault.
- Identify the rights of a sexual assault victim.
- Explain assistance for a victim of sexual assault.³³

The classroom instructors were given two and a half class periods (150 minutes) to teach this lesson. Eight out of the nine classroom instructors who expressed concern about teaching this class stated that the lesson plan was not appropriate for male instructors to teach. As one classroom instructor observed:

³² Department of the Navy, Recruit Training Command, “Military Orientation: Rape and Sexual Assault Awareness (Lesson plan: X-777-7770A)” (Great Lakes, Illinois: Author, 1998), 5.

³³ Ibid., 1.9.1.

The lesson plan for rape awareness is not geared for men.... It's only about women being the victims. I thought the new rape awareness plan [January 1998] would be okay for males, and it is. But for a male to teach a female class it would be like male-bashing, and we would have to make ourselves out as the bad guy. The are talking about integrating the classes, but this is one class I prefer to teach to men only until it [the lesson plan] changes. It would be difficult for a male instructor to teach the lesson to females, since we cannot deter from the LTG.

Most of the instructors agreed that the lesson plan did not need to contain much detail. It was expressed that the class should provide valuable information to the recruits. The information should include who to call if an assault/rape occurs, and who in the chain of command needs to be notified. Another classroom instructor stated:

The rape awareness and sexual assault class should be shorter. It should not be a counseling class. And if men teach women, I would think it would be a powerful message that they [women] need to be aware of their surroundings and the men around them. If a male instructor pointed this out to a female, it would definitely be a powerful message. But like _____ said, I would not want to teach the current lesson plan to females. If they changed it and made it more of an informative class, like who to call if it [rape/sexual assault] happens, then I wouldn't mind teaching the female recruits.

Another instructor stated that "the lesson plan is pretty gender-neutral." The terms used throughout the lesson plan are "rapist," "assailant," and "victim." The lesson plan also contains statistics on the occurrence of rape for both men and women. One of the classroom instructors addressed the "gender-neutrality" issue in the lesson plan:

I know that men and women can both be sexually assaulted or raped. But, as a male, it is difficult to talk about the topic because it is like saying that all men are animals and women can't trust men. The lesson plan states that men are predominantly the rapists, but it neglects to say that women can be rapists too. I don't think the way the lesson plan is written now should be taught in a classroom environment. I think a SAVI [Sexual Assault Victim Intervention] Counselor should come in and counsel the men and women. As instructors we should just make them aware that the situation could occur and tell them who to contact.

During the period the interviews were conducted, the "Rape and Sexual Assault Awareness" lesson plan was under review by a Navy contractor (psychologist). The recommendation was to add eight hours of information to the current lesson plan.

E. THEME IV: CLASSROOM INSTRUCTORS PERCEIVE DELIVERY OF LESSON PLANS CONSTRAINED BY THE "TRAINEE GUIDE"

A 455-page book is given to recruits upon their arrival at RTC Great Lakes. The purpose of the "Trainee Guide" is stated as follows:

This guide is to help you learn what is taught at RTC. It is used throughout your assignment as a recruit. Each "topic" represents a lesson or lesson series. Use the Table of Contents to locate the lesson topics. Most likely, your Recruit Division Commander (RDC) will tell you what topics to study. Also, see the Daily Schedule in your compartment to learn what classes are scheduled and the topics to study.³⁴

Six kinds of "sheets" are provided in the "Trainee Guide". These sheets are described in the following manner:

- **OUTLINE SHEETS:** Provide an outline of the major teaching points and follow the instructor's lesson plan. "Outline Sheets" help you to follow the lesson being taught and provided places for you to write notes.

³⁴ Department of the Navy, Recruit Training Command, "Trainee Guide(X-777-7770A)" (Great Lakes, Illinois: Author, 1998), 5.

- **ASSIGNMENT SHEETS**: Are study guides which help you prepare for lesson and laboratory/practical exercises. Complete and study the appropriate “Assignment Sheets” before you take an examination.
- **INFORMATION SHEETS**: Provide information from reference materials, technical manuals, and books. “Information Sheets” serve as handy references for important topic material.
- **JOB SHEETS**: Provide step-by-step instructions to help you learn and perform job tasks. “Job Sheets” are used in maintaining actual equipment or equipment used in laboratories.
- **DIAGRAM SHEETS**: Are drawings to help you understand a system, piece of equipment, or topic.
- **PROBLEM SHEETS**: Are case studies or descriptions which are used to help illustrate important teaching points.³⁵

An example of an outline sheet from the “Trainee Guide” is shown in Appendix C.

Seven of nine classroom instructors interviewed did not like the “sheets” provided in the “Trainee Guide.” The perception was that the recruits went to class and just listened for key words to “fill in the blanks.” One classroom instructor stated:

The recruits just have to fill in the blanks. They do not read anything ahead of time and just listen for the words so they can fill in the outline. If you try to give them an example they are always asking where the outline is for what you are saying. It’s bad enough that we always have to stick to the LTG. Maybe we should do away with the trainee guide and go back to normal notetaking with loose-leaf paper.

Another instructor stated:

We all have been to a lot of Navy schools, and NOWHERE do you get a sheet of paper to fill in the blanks. We would listen to the instructor and use our thought processes and take a note on what we thought was appropriate. If you had a really good instructor, he would let you know what was important by stomping his foot on the ground or pounding on the blackboard.

³⁵ Ibid.

The instructors who were interviewed seemed to value the opportunity to teach the recruits. At the same time, the instructors tended to feel that the "Outline Sheets" undermined their teaching abilities.

Recruits would sometimes come into class with the "Outline Sheets" already filled in. According to one instructor:

The reason they come in with the blanks filled in is because the RDCs want their trainees to score higher on the test, they [the RDCs] told me straight out. So if they [the recruits] have the information straight up, they can study the material longer for the test. But then we are not teaching the material, they [the recruits] just listen for the key words for the test.

Two of the nine instructors interviewed preferred to have the recruits come to class with the blanks already filled in. As one instructor stated: "the recruits have to do a lot of writing to fill in the blanks. So, if the blanks are filled in ahead of time, they are not worried about missing a word to fill in and actually listen to my lesson." Another instructor observed:

I like when the blanks are filled in because I can go through the material better and teach better knowing they will listen. I don't have to stop and repeat myself because someone missed one of the keywords to fill in. They will not just sit and listen for the words but listen to me and ask questions. The class goes much better when they [recruits] are not worried about filling in the blanks.

Instructors disagree on how the "Trainee Guide" should be utilized by the recruits. Some instructors perceive the guide for what it is, a guide to follow the instructors' comments. At the same time, other instructors perceive recruits using the guide as a crutch for studying for the test.

F. THEME V: CLASSROOM INSTRUCTORS AND RECRUITS ARE GENERALLY UNAWARE OF GENDER DISCRIMINATION AND GENDER BIAS IN THE CLASSROOM

A question was asked concerning the treatment of male and female recruits by male and female instructors. The responses are provided first, from the instructor perspective, and secondly, from the recruit perspective.

One E-7 male instructor stated:

In the classroom ,when men and women were separated on opposite sides of the room, I used to stray toward the males and ignore the female side of the classroom. I was not aware of this until it came out in my instructor evaluation. But now that they [recruits] are integrated throughout the classroom, I do not have a problem with straying towards the males. The main problem I have to worry about is how to deal with the recruits if they fall asleep. I just want them to stay awake for my class.

An E-5 male instructor stated:

You set the rules at the beginning of class. The recruits know the rules and they are the same for men and women. If a guy falls asleep in my class, he has to stand in the back; and if a gal falls asleep, she has to go to the back too. You just think of them as recruits not as a male recruit or female recruit.

Another E-7 male instructor stated:

Some people are treated differently in class. But, it is not because of their sex. You know when they walk in which ones are more disciplined than the others. I admit that some of the guys tend to be more "active" in class, and I may have to tell them to settle down more often than the girls; however, some of the female recruits can get pretty talkative as well.

One male instructor, an E-5, truthfully admitted:

I know I am nicer to females than males. I don't do it on purpose. It is just the way I was raised. I don't think it's very noticeable, but since you brought the topic up, I started to think about it. I guess I still believe that chivalry is alive, and the way I treat females is nicer than the way males are treated.

When the same E-5 male instructor was asked how he treated male and female recruits differently, he stated:

I guess I just make sure the females understand the material better than the males. Generally, the males will speak up in class when they don't understand something. For the most part, the females just sit there quietly and take notes. I want to make sure they are not confused, so I ask them questions to see if they really understand the material. Some of these girls in class look lost. I just want to look out for them, I guess. I know the males can take care of themselves.

Recruits were asked the same question concerning gender treatment by same-gender and opposite-gender instructors. All twenty recruits stated that they were treated similarly by instructors of the same and opposite sex. One male recruit stated :

We all know what our responsibilities in class are, and we need to carry them out, regardless if we are male or female. And if we screw up, we are punished the same way. The punishment usually is to stand up in the back of the class.

As one female recruit stated: "When you raise your hand they [instructors] call on you. It doesn't matter if you're male or female. We are always referred to as recruits."

The general consensus among the 20 recruits and nine instructors interviewed was that male and female recruits were treated alike. That is, regardless of gender, recruits were treated as recruits.

G. THEME VI: INTEGRATED TRAINING IS VALUED BY CLASSROOM INSTRUCTORS AND RECRUITS ALIKE

Overlapping opinions on integrated training was found between the classroom instructors and recruits. Classroom instructors were asked if they would prefer to teach

same-gender classes. All nine instructors preferred the gender-integrated classrooms, with the exception of the "Rape and Sexual Assault Awareness" lesson plan. Eight of the nine instructors preferred to teach the existing lesson plan to a same-gender classroom.

As one E-7 male instructor observed:

I prefer the integrated divisions more than the all male-divisions because there seems to be more classroom participation. From the classroom side of the house, you get viewpoints from both sides of an integrated classroom. I think it is a lot more interesting for them [recruits] and even for me as the instructor.

An E-6 female instructor stated:

I enjoy teaching integrated classrooms. For the most part, it is nice to see a camaraderie develop between the males and females. They really look out for each other and help each other out. If they [recruits] develop this team-based concept now, it will be easier for them to adapt when they go out into the fleet.

An E-6 male instructor stated:

The whole world works together, males and females, side by side. A lot of these kids had jobs at Burger King and have worked with each other. I don't know what the big deal is, most of them went to co-ed high schools. They will be put on ships together, with less strict rules, so it's good to have them integrated here. These kids aren't stupid, they know when there is a proper time for everything, including sex. And it's not here, for the most part.

Recruits were also asked for their thoughts on being in an integrated classroom and whether or not they thought training should be segregated. The three groups of recruits in gender-integrated classes said they liked having men and women trained together. At the same time, recruits in the segregated division (all male) felt that, if they did have class with women, it "would be no big deal." A female recruit from an integrated division stated, "I like to work with them [male recruits]. It gives us a break from all of the women in berthing." Another female recruit from the other integrated

division similarly stated: "I like it. We had males in class in high school and I liked it because they don't stress out about things that females do." Yet another female from the same division stated: "It's nice to see that they [men] don't understand some of the material that the instructor is teaching as well. It makes me feel less stupid." A male recruit from the integrated division also stated:

Personally I look at it this way: In the fleet we work with people of the opposite sex everyday. If you're not trained to work with the other sexes professionally, you may not work with them the way you're supposed to. The classroom is a good starting area for us to get used to being with females.

Another male recruit from the same division observed:

I think it's great. You learn how the opposite sex deals with what you are dealing with. We as both sexes will operate some of the same equipment. You will learn from each other.

A male recruit from the segregated division had this to say:

I have not worked with females since I have been here, and I almost feel like we are missing out on something. I think we need to have integrated classrooms because some guys in the division are sexist and they need to get over that. If they see how females act, maybe they'll [sexists] start to think of females better.

The 20 recruits were also asked if they thought training would be better if segregated again. Nineteen out of the 20 recruits felt that training should not be segregated. The one male recruit who felt that training should be segregated happened to be in an integrated division. As he observed:

I think it [training] should be segregated. In the fleet there are less rules and you can talk differently to females than you are allowed to do here at bootcamp. There are too many problems involved with males and females together. Until a better way can be figured out to keep us together, we should be kept apart.

Another male recruit from the same division stated:

I think the real problem isn't the fact of segregating. It's more of what kind of males and females you're integrating. A lot of people are here just for the hell of it, so they'll flirt and play with the other genders. I think that recruiters don't use good judgement on who they recruit. They are more concerned with about the quantity when they should be focusing on the quality. You get people who come in here with the right mindset, you won't have a problem with integrating. Females are our shipmates as well! If you can't control yourself on a professional level, you need to go back to school and get it [sex] all out!

Another male recruit, who was in the Naval Reserves for two and a half years and from the same division as above, remarked:

The Navy is a great start for a young individual who is striving to succeed and accomplish things out of life. Integration is a good thing. Some people don't agree about integration, and they tend to be the ones not in the Navy. The military services are a job designed to defend the United States, and all races and sexes should be together to unite as one and know your boundaries.

All ten women in the two groups interviewed stated that they liked integrated training, especially since the men "motivated" them during the physical fitness training. As one female recruit observed: "They [men] help us and encourage us with our physical fitness, and we help them with studying for the tests and marching, because they can't march." Another female recruit from the same division stated:

In the beginning, the competition was there, and they [male recruits] didn't want a girl to beat them. Then, they realized that we could help them with certain things, and they could help us. We made a good team, and if anything happened, we could count on each other.

A female recruit from the other integrated division interviewed remarked:

No, I don't think the training should be segregated. We should not be punished for someone else not following the rules. I am going to a ship, and I want to get to know the guys here, so I don't have to worry about the guys on the ship because I will be used to working with men. It will also be one less thing for me to worry about when I get to the fleet.

With the exception of the one male recruit from the integrated division who preferred segregated training, all of the recruits felt that working with the opposite sex enhanced morale and teamwork.

H. CLASSROOM OBSERVATIONS

Ten classroom sessions were observed and recorded over the period 11-15 May 1998. One purpose for the observations was to assess student/teacher and student/student interactions. A second purpose for observing the classes was to determine if gender discrimination or gender bias occurred in the classroom. Student/teacher and student/student interactions were recorded by tally marks. For each interaction observed, a tally mark was recorded under "S/T" for student/teacher interactions and "S/S" for student/student interactions. Tables 2 and 3 summarize the classroom session observations. Table 2 shows the gender of instructors and students as well as other characteristics of the classes that were observed. Table 3 presents the number of student/teacher and/or student/student interactions recorded. Additionally, Table 3 summarizes occurrences of gender discrimination and/or gender bias observed.

Table 2. Description of Classes Observed

Class Session	Class Size	Title Of Lesson	Allotted Class Time	Gender/ Rank of Instructor	Gender of Class	Day of Training
1	60	Listening Notetaking	1 hr	male/E-5	male	P-3
2	60	Sexual Harassment Equal Opportunity	2.5 hrs	male/E-7	male	1-4
3	90	Shipboard Comms.	2.5 hrs	male/E-6	male/female	3-3
4	100	First Aid	4 hrs	female/E-7	male/female	3-4
5	70	Navy Core Values	2 hrs	female/E-7	male/female	1-2
6	60	Uniforms/Grooming	2 hrs	male/E-5	male	3-2
7	70	Navy Ships Navy Aircraft	2 hrs	male/E-6	male	3-5
8	50	UCMJ Complaint Procedures Discrimination	4 hrs 50 min.	male/E-6	male	P-3
9	40	Rape/Sexual Assault	3.5 hrs	female/E-6	Female	1-1
10	100	Rate/Rank Recognition	50 min.	male/E-6	male/female	8-2

Table 3. Summary of Observations in Classes

Class Session	Student/Teacher Interactions (S/T) Observed	Student/Student Interactions (S/S) Observed	Incidents of Gender Discrimination Observed	Incidents of Gender Bias Observed
1	3	1	0	0
2	8	3	0	0
3	10	18	0	0
4	10	16	0	0
5	5	7	0	0
6	4	0	0	0
7	2	0	0	0
8	6	2	0	0
9	10	3	0	0
10	6	3	0	0

RTC uses twelve classrooms with a seating capacity of approximately 180 for each. Most of the classrooms contain a folding divider in the middle. This divider was occasionally closed to decrease the size of the classroom.

The first class observed was taught by a male E-5 (2nd Class Petty Officer). The class size consisted of approximately 60 recruits. The recruits were in their "P-3"

(inprocessing, 3rd day) day of training. The students were all male. The two lessons were "Listening" and "Notetaking." One hour was the allotted class time. The purpose of the lessons was to provide skills necessary for listening and notetaking in a Navy class. For example, the instructor described the differences between active and passive listening. The instructor personalized his LTG. He provided a personal example of passive and active listening. The presentation of the material was straightforward. Students were attentive and responsive to questions asked. Three student/teacher interactions were recorded. Only one student/student interaction was observed. There appeared to be no gender discrimination or gender bias.

The second class observed was taught by a male E-7 (Chief Petty Officer). The class size consisted of approximately 60 recruits. The recruits were in their 1-4 day of training. The students were all male. The lessons were "Sexual Harassment and Fraternization" and "Equal Opportunity." Two and a half hours were allotted for class time. The purpose of the class was to describe what constitutes sexual harassment and fraternization. Another purpose was to explain the Navy's equal opportunity policy. The instructor provided "what if" situations to the recruits. The recruits had to determine whether or not the example constituted harassment or fraternization. The presentation of the material was straightforward. Students were attentive and asked "what if" scenarios of their own. The instructor answered the questions by citing additional examples. Eight student/teacher interactions were observed. At the same time, three student/student interactions were observed. There appeared to be no gender discrimination or gender bias.

The third class observed was taught by a male E-6 (1st Class Petty Officer). The class size consisted of approximately 90 recruits. The recruits were in their 3-3 day of training. The class was integrated. The lesson was "Shipboard Communication." Two hours were allotted for the class, along with a half-hour lab. The purpose of the class was for the recruit to identify sound-powered phone headsets and to determine the headsets' use on ships. The purpose of the lab was to communicate with the sound-powered phones. A headset was passed out to each recruit at the beginning of the class. The instructor reviewed the components of the headset, allowing the recruits to follow the instructors' orders using their own sample. The material was presented appeared in a very effective manner. The lab period was also conducted in an orderly manner. Recruits proceeded to their sound-powered phone box by rows. Orders were given to recruits for the proper "donning" of the headsets. The instructor stated, "recruits with longer hair be careful when donning your headset." The instructor remained gender-neutral in an integrated classroom. The allotted time for the class had not expired upon completion of the lesson, because the lab was conducted in such an efficient manner. The extra class time was utilized by allowing the recruits to ask general questions. "Will I get leave after graduation?" was the most popular question asked. All questions were addressed in a similar fashion, regardless of the gender of the recruit. Ten cases of student/teacher interaction were observed. Eighteen student/student interactions were observed. There appeared to be no gender discrimination or gender bias.

The fourth class observed was taught by a female E-7 (Chief Petty Officer). The class size consisted of approximately 100 recruits. The recruits were in their 3-4 day of training. The class was gender-integrated. The lesson was "First Aid Training." Four

hours were allotted for class time, with an integrated lab session. The purpose of the class was to perform first aid in simulated emergencies. Visual aids, gauze, bandages, splints, and first aid kits were utilized. Procedures were dictated and carried out by volunteers. Male and female volunteers were chosen. The presentation of the material was straightforward. Students were attentive and asked "what if" scenarios of their own. The instructor answered the questions by citing additional examples. In the classroom, ten student/teacher were observed. Sixteen student/student interactions were recorded. There appeared to be no gender discrimination or gender bias.

The fifth class observed was taught by a female E-7 (Chief Petty Officer). The class size consisted of approximately 70 recruits. The recruits were in their 1-2 day of training. The class was gender-integrated. The lesson was "Navy Core Values." Two hours were allotted for class time. The purpose of the lesson was to provide an awareness of core values and expectations of behavior. Case studies were provided with questions for recruits to answer. Case studies were discussed and questions answered. Questions were asked more frequently by female recruits than by male recruits. Although male recruits did not ask many questions, they were questioned by the instructor. Five student/teacher interactions were observed. At the same time, seven student/student interactions were recorded. There appeared to be no gender discrimination or gender bias.

The sixth class observed was taught by a male E-5 (2nd Class Petty Officer). The class size consisted of approximately 60 recruits. The recruits were in their 3-2 day of training. The class consisted of men only. The lesson was "Uniforms and Grooming." Two hours were allotted for class time. The purpose of the lesson was to provide

uniform regulations and grooming standards of sailors. Female grooming standards were also addressed in the classroom. A question was asked whether men should be familiar with female grooming standards. The question was effectively answered by the instructor. The instructor stated: "You will be working alongside women and someday may even be in charge of them. You need to know their regulations just as they need to know the regulations pertaining to men." Four student/teacher interactions were observed. Zero student/student interactions were observed. There appeared to be no gender discrimination or gender bias.

The seventh class observed was taught by a male E-6 (1st Class Petty Officer). The class size was approximately 70 recruits. The recruits were in their 3-5 day of training. The class included men only. Two lessons were presented: "Navy Ships" and "Navy Aircraft." Two hours were allotted for class time. The purpose of the lessons was to orient the recruit with the major types of aircraft and ships in the Navy's inventory. The instructor cited examples of the type of ships on which he had been stationed. A total of two student/teacher interactions were observed. There were no student/student interactions. There appeared to be no gender discrimination or gender bias.

The eighth class observed was taught by a male E-6 (1st Class Petty Officer). The class size was approximately 50 recruits. The recruits were in their P-3 day of training. The class consisted of men only. The lessons were "Uniform Code of Military Justice (UCMJ)", "Equal Opportunity Complaint Procedures", and "Discrimination." Four hours and 50 minutes were allotted for class time. The lessons were intended to explain the content of the Uniform Code of Military Justice, state procedures for filing a complaint,

and identify discriminatory behavior. Student/teacher interaction was minimal in the beginning. Examples of courts-martial and discrimination were provided by the instructor. Student/teacher interaction improved once examples were cited. Six student/teacher interactions were observed. Additionally, two student/student interactions were recorded. There appeared to be no gender discrimination or gender bias.

The ninth class observed was taught by a female E-6 (1st Class Petty Officer). The class consisted of approximately 40 recruits. The recruits were in their 1-1 day of training. The class consisted of women only. The lesson was “Rape and Sexual Assault Awareness.” Three and a half hours were allotted for class time. The purpose of the lesson was to recognize what actions constitute rape/sexual assault, and to introduce facts, preventive measures, and survival tactics for rape and sexual assault. This was the first class observed that had a female instructor and an all female class. Previously, the classes were all-male with a male or female instructor, or gender-integrated with a male or female instructor. This lesson plan was conducted in a gender-segregated classroom because of the sensitivity of the subject. The lesson material was presented effectively. The instructor was adept at addressing the concerns of the female recruits. Questions revolved around, “If someone did this... would it be rape?” The female-only classroom provided for an open and honest discussion centered on rape and assault issues. Ten student/teacher interactions were observed. Three student/student interactions were also observed. There appeared to be no gender discrimination or gender bias.

The tenth and final class observed was taught by a male E-6 (1st Class Petty Officer). The class consisted of approximately 100 recruits. The recruits were in their

8-2 day of training. The class was gender-integrated. The lesson taught was "Enlisted Rate and Officer Rank Recognition (Other services)." Fifty minutes were allotted for class time. The purpose of the lesson was to recognize rank and rate insignias of the other U.S. Armed Forces. The lesson material was straightforward, and it was provided effectively and efficiently. Six student/teacher interactions were observed. In addition, three student/student interactions were recorded. There appeared to be no gender discrimination or gender bias.

1. Summary of Classroom Observations

The classroom observations reveal that the "flavor" of the particular lesson plans tend to determine the amount of student/teacher and/or student/student interactions. For example, the third class session observed, "Shipboard Communications," was a "hands-on" class. Each recruit was given a sound-powered phone headset to study and don during the class. The recruits were "actively listening" to the instructor's orders and were asking a lot of questions. Thus, 28 interactions were recorded. On the other hand, the seventh class observed, "Navy Ships" and "Navy Aircraft," was a very straightforward class. The lesson material was delivered in a "lecture" type atmosphere. Only two interactions were observed here.

The rank and experience of the instructor may also be a factor in the amount of classroom interactions that occur. The rank of the instructors ranged from E-5 (2nd Class Petty Officer) through E-7 (Chief Petty Officer). The E-5 instructors had the least amount of classroom interaction. This may also be attributed to the "flavor" of the lesson plans; "Listening," "Notetaking," and "Uniforms and Grooming." These lesson plans were straightforward. The "lecture" type atmosphere provided the information the

recruits needed to know in an effective manner. Additionally, the recruits may have understood the material, therefore eliminating the need to ask questions. A total of four interactions were recorded for both sessions.

Time allotted for the class did not seem to play a factor on the number of interactions taking place. For example, the four-hour-and-50-minute class session observed; “UCMJ,” “Complaint Procedures,” and “Discrimination,” had eight interactions recorded. While another class, “Rate and Rank Recognition,” which had 50 minutes as the allotted class time, had nine interactions recorded. The length of the class was not a determinant in the amount of interactions that took place.

More importantly, the ten classroom observations supported Theme V (Instructors and recruits are generally unaware of gender discrimination and gender bias in the classroom) in the study. Actions of gender discrimination are intentional, while gender bias is more subtle and harder to detect. The actions of the instructors revealed no incidents of gender discrimination. While some instructors alluded to gender differences or gender biases in their interviews, no such actions were observed in the ten classroom sessions.

V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

A. SUMMARY

Previous research has shown that gender discrimination and gender bias exist in today's education systems. Gender bias is more subtle and harder to detect in the classroom, while gender discrimination typically involves the blatant mistreatment of someone due to their gender. Educators' awareness of these issues has led to the promotion of a school climate that would allow students to make academic and career decisions based upon ability and interest without the interference of gender bias. To date, virtually all of the research on this area has been conducted in private or public schools, spanning from kindergarten through college-level education.

Although the Navy has not been the subject of this type of research, the gender-integrated environment at RTC Great Lakes provides an "untapped reservoir" of information regarding gender discrimination and gender bias in the classroom. The present study explored perceptions of the recruit curriculum and the existence of gender discrimination and gender bias in the classroom. The study utilized group interviews and classroom observations to explore perceptions of gender-integrated training.

The respondents interviewed were stationed at Recruit Training Command (RTC) Great Lakes, Illinois. The respondents were separated into three groups that included: 1) curricular development officers; 2) classroom instructors; and 3) recruits. The interviews were conducted to gather data related to the following: the development

process and changes to lesson plans; the delivery of the lesson plans to the recruits, as indicated by the learning objectives; and an evaluation of the instructor-to-student and student-to-student interactions. Perceptions were assessed through the interviews, and interactions were assessed through the observation of ten classroom sessions.

Participants were asked for their honest views, and were promised complete confidentiality. The data collected throughout the interview and classroom observation process were considered forthright and taken at face-value. Six prominent themes emerged as a result of the interview and classroom observation process. These themes are as follows:

- THEME I. THE RTC CURRICULUM CHANGED ONLY SLIGHTLY AFTER THE INTRODUCTION OF GENDER-INTEGRATED TRAINING
- THEME II. CHANGES TO THE CURRICULUM ARE A RESULT OF THE NAVAL TRAINING REQUIREMENTS REVIEW (NTRR) PROCESS
- THEME III. CLASSROOM INSTRUCTORS PERCEIVE LIMITATIONS IN THE LESSON TOPIC GUIDE (LTG) “RAPE AND SEXUAL ASSAULT AWARENESS”
- THEME IV. CLASSROOM INSTRUCTORS PERCEIVE DELIVERY OF LESSON PLANS CONSTRAINED BY THE TRAINEE GUIDE
- THEME V. CLASSROOM INSTRUCTORS AND RECRUITS ARE GENERALLY UNAWARE OF GENDER DISCRIMINATION AND GENDER BIAS IN THE CLASSROOM
- THEME VI. INTERGRATED TRAINING IS VALUED BY CLASSROOM INSTRUCTORS AND RECRUITS ALIKE

The six themes are evaluated in terms of gender discrimination and gender bias in the classroom. The themes are further expanded into the following conclusions and recommendations.

B. CONCLUSIONS

In general, the concept of gender-integrated training in the military has been under scrutiny since the gender-integrated pilot program started in February 1992 at Recruit Training Command (RTC) Orlando, Florida. The results of the pilot program determined that gender-integrated training should continue. When RTC Orlando, Florida closed in 1994, RTC Great Lakes became the remaining recruit training command in the U.S. Navy. Even though the concept of gender-integrated training, and whether or not it should continue, is still debated among politicians, policymakers, military echelons, and educators, the point is that gender-integrated training still remains. The study shows that the curriculum, instructors, and recruits value a gender-integrated classroom.

The first theme states that the curriculum changed only slightly after the introduction of gender-integration at RTC Great Lakes. The current RTC curriculum process ensures that changes to lesson plans are conducted in an effective and timely manner. That is, the internal curriculum processes implemented by the Course Curriculum Model Managers (C2M2) and the Subject Matter Experts (SMEs) result in changes to the lesson plans. The “internal checks” and timely reviews of the curriculum provide the recruits with current information dealing with Navy policies, regulations, and procedures. The “internal checks” by C2M2 offer a process that can effectively handle

and implement change. When RTC became gender-integrated, the curriculum change process allowed for an efficient update to the curriculum in support of a gender-integrated environment.

A factor of importance in a gender-integrated environment is to remove all perceptions of gender bias in the lesson plans. The lesson plans include female and male regulations where appropriate. For example, the lesson plan covering uniform and grooming issues includes regulations for both men and women. It was stressed that all recruits need to know regulations that pertain to all personnel, regardless of gender. Gender-neutral terms are utilized and “he/she” terminology is used throughout the lesson topic guides. Pictures of men and women conducting various tasks and jobs are also provided in the recruit trainee guide and in the media used to deliver the lesson plans. Updates to the curriculum through “internal checks” and the NTRR process help to ensure that a gender-neutral curriculum is received by recruits.

Although the NTRR method supports changes to result in a gender-neutral curriculum, there is a growing concern that this external curriculum procedure by NTRR, results in a time consuming process and is subject to numerous external stakeholders' demands (i.e., those of Congress, fleet commanders, and Chief of Naval Operations). The second theme reveals that, besides “internal checks,” formal changes to the curriculum are made through NTRR. The demands by the external stakeholders can impede the process by generating numerous recommendations to NTRR, each of which need to be studied and approved. Basically, the perception is that the NTRR procedure

is a prisoner to the fleet. Fleetwide input is essential to the NTRR process; however, the process requires all inputs to be addressed. The perception is that some of these inputs come from external stakeholders who have no understanding of how present recruit training is conducted. The evaluation of unrelated or outdated submissions leads to a longer and more tedious curriculum review. As a result of this lengthened process, changes do not seem to be made in a timely manner.

Additionally, several curricular development officers related instances of curriculum change as a result of “higher echelon” demands. For instance, it is perceived that if some of the external stakeholders do not like a current practice or a lesson plan, they tend to want it changed immediately. It is believed that such requests for change may be based on personal bias with little regard to learning objectives. Therefore, C2M2 bypasses the NTRR process and implements the change. A recent example occurred after a visit by a congressional committee that was studying the impact of gender-integration on recruits. No specific changes were specified by the committee as a result of these visits; however, changes to some lesson plans were implemented.

Lesson plans change as a result of the NTRR process and “internal checks” conducted by C2M2. Other recommendations for change come from the classroom instructors. It is common for classroom instructors to go to the SME and recommend a change to the lesson plan. This process is logical, since the instructors are knowledgeable regarding the lesson topic guides. An example of a lesson plan change desired by the classroom instructors is observed in the third theme. Classroom instructors perceive

limitations in the lesson topic guide, "Rape and Sexual Assault Awareness." As noted in Chapter IV, eight of nine instructors interviewed had reservations about teaching the rape awareness lesson plan. They saw the lesson plan as a tool to promote "male bashing." The lesson plan presents detailed information that may not belong in a classroom environment. Classroom instructors noted that sexual assault counselors trained in this area may be better suited to teach the current lesson plan. While the instructors value the lesson plan, they believe that if they are required to teach it, the objective of the lesson should cover rape prevention and who in the chain of command should be notified if an incident has occurred

The fourth theme, revealed in Chapter IV, addresses the delivery of the lesson plans to the recruits. Several classroom instructors feel that the recruit "Trainee Guide" undermines their teaching techniques. For example, interviews reveal that seven of the nine classroom instructors do not like the "Outline Sheets," found in the "Trainee Guide" filled out by the recruits prior to the classroom session. Critics of the "Outline Sheets" feel that recruits who fill out the form prior to class tend to be less attentive in class. At the same time, recruits who do not fill out the from prior to class are seen as interested in only filling in the missing words on the "Outline Sheet." Instructors are required to follow the lesson topic guide; however, the "Outline Sheet" is seen to limit the instructor's delivery of the material. The instructors state that when they provide an example in class to help clarify the material, a majority of the recruits are not paying attention because no "key words" are provided to help fill in the "Outline Sheet" in the

example being presented. A number of instructors thus complain that their major role becomes relaying key words to the recruits so the recruits can pass their test. Some instructors commented that a video tape would serve the same purpose. Two instructors stated that recruits who filled in the "Outline Sheets" prior to class were actually more attentive. These instructors felt that when the recruits have the blanks filled in, they are not worried about filling in the blanks during class and pay closer attention to the instructor and the material provided in the lesson topic guide. Regardless of whether or not the blanks in the "Outline Sheets" are filled in prior to class, all of the instructors reported some limitations in their use. The classroom observations tended to confirm that, for the most part, recruits were mainly interested in "filling in the blanks" on their "Outline Sheets."

Classroom observations not only supported the instructors' perceptions of the "Outline Sheets," more importantly the observations and interviews revealed that gender discrimination and gender bias did not appear to occur in the classrooms at RTC. It was apparent that gender discrimination did not occur in the classroom through instructor-recruit interactions. Discrimination based on gender tends to be blatant and easier to recognize. Gender bias is more subtle and typically harder to detect. Although it was apparent that no discrimination existed in the classroom sessions observed, gender bias may have occurred, undetected by the observer. Previous studies indicate that gender bias occurs in most classrooms; however, most previous studies of such bias placed

teams of observers in classrooms. Nevertheless, no occurrences of gender bias were observed during the present study based on the classes visited.

When asked about gender discrimination and gender bias, instructors revealed that they are aware of gender differences but did not differentiate between men and women in the classroom. That is, instructors attempted to maintain a gender-neutral environment. For example, one particular class session, "Shipboard Communications," was seen to be very interactive. Male and female recruits "donned" sound-powered phone headsets. When the recruits "donned" the headsets, the instructor warned recruits with "longer hair" to be careful so that it would not get stuck in the headset attachment. The instructor was actually addressing female recruits, the only sailors allowed to wear longer hair; but the instructor attempted to maintain a gender-neutral atmosphere by addressing recruits generally. Another class session, "First Aid," revealed that men and women were called upon an equal number of times. Recruits had to demonstrate first aid techniques in front of the class. The instructor ensured the same number of men and women were called upon to demonstrate their skills. The perception was that all recruits are treated the same, regardless of gender. If a female recruit starts to fall asleep in class, she is instructed to stand in the back of the room. The same practice is applied for male recruits. The general classroom practice in such instances draw no distinction based on gender. The classroom instructors were seen to conduct their classes in an efficient, effective, non-discriminatory, and unbiased manner.

In summary, recruits and instructors were found to value the gender-integrated classroom. The “absence” of gender bias and discriminatory practices in the classroom may add to the professed value of gender-integration. The perceptions of the curricular development officers, classroom instructors, and recruits were consistent in finding a positive, gender-neutral, classroom environment at RTC Great Lakes.

C. RECOMMENDATIONS

Three recommendations for RTC Great Lakes are offered below. The first is the primary recommendation of the study. The next two recommendations highlight areas for possible improvement.

1. Continue current classroom practices

Gender-integrated training should continue at RTC Great Lakes. As discussed in Chapter IV, classroom instructors and recruits value integrated training. The gender-neutral curriculum and current classroom practices exercised by curricular development officers and instructors promote a positive, gender-neutral learning environment. The absence of any observed gender discrimination or gender bias provide the basis for gender-equitable training. Gender equity in the classroom works toward enhancing the interests of all recruits, male or female. Furthermore, the gender-integrated classroom promotes teamwork and camaraderie among men and women. This “bond”, which formed at RTC, may result in a smoother transition of these recruits into the integrated fleet.

2. Clarify external stakeholders in the NTRR process

RTC Great Lakes should redefine its external stakeholders. Recommendations for improving recruit training are solicited fleetwide and addressed during the NTRR process. Some of these inputs are received from commands that are not the direct customers of RTC or that have no idea of how recruit training is presently conducted. If RTC defines a set list of commands that should partake in the NTRR process, unsolicited and outdated requests would be eliminated. The elimination of unwarranted submissions would allow the NTRR board to address current and vital issues related to recruit training. Fewer submissions would also speed up the NTRR process.

3. Assess classroom instructors' perceptions of the "Rape and Sexual Assault Awareness" lesson plan

RTC Great Lakes may want to examine the perceptions of classroom instructors who teach the lesson plan. Eight of nine classroom instructors interviewed were uncomfortable teaching this subject. The only instructor who did not feel uncomfortable was a woman. Male instructors generally felt that the lesson plan involved a degree of "male bashing." At the time of the study, this lesson plan was under review by a Navy contractor. The contractor's recommendation was to add eight more hours of rape awareness to the current lesson plan. If RTC accepts this recommendation, it may want to consider a counseling session for instructors. This session would involve a rape counselor or family services counselor offering advice on how classroom instructors can present the lesson to recruits.

D. POTENTIAL AREA FOR FURTHER RESEARCH

Due to the limited emphasis of the study on classroom instruction as it relates to gender discrimination and gender bias, and the relatively small sample, the results of the research should not be used to generalize regarding other aspects of gender-integrated recruit training. Nevertheless, the study points to one particular area that should be further examined. This involves gender discrimination and gender bias from the perspective of the Recruit Division Commander (RDC). Although gender discrimination and bias were not found to occur in the classroom, many respondents alluded to differences in gender treatment by the RDCs. The potential for discriminatory behavior and gender bias is prevalent in the RDC environment. RDCs spend more time with recruits, and interact with recruits on a more personal basis than do classroom instructors. A reasonable area for further study, then, would be the interactions between recruits and RDCs with respect to gender discrimination and gender bias.

APPENDIX A. INTERVIEW PROTOCOL AND QUESTIONS

INTERVIEW PROTOCOL

"My name is LT Tracy Anne Dobel. I am conducting research for my thesis at the Naval Postgraduate School in Monterey, California. I am conducting a study of RTC recruit training. Specifically, I am trying to determine whether or not gender biases exist with the instructors and in the curriculum at RTC. I would like to learn about you and your responsibilities at RTC. During the interview, I will ask you questions about your background, about the lesson plans, and about integrated training. I want to emphasize that this interview is confidential. Anything I hear today will only be used in the aggregate form. Mention of individual names will be deleted upon transcription of the information into my thesis. I will be taking notes during the interview. I'd also like for you to state verbally for the record that you consent to being recorded on audio tape."

RTC CURRICULUM DEVELOPMENT OFFICERS

Demographic Information:

Education and Training:

Experience/Years doing this:

Male or Female:

1. How has the curriculum changed since integrated training?
2. What is the process of updating/reviewing the curriculum? Is it an on-going process? When was the last one conducted?
3. How often is a needs analysis conducted? By whom? Results?
4. Who else involved in changing the curriculum?
5. Do you receive any feedback from recruits on the curriculum? How? The fleet? How? The instructors? How?
6. What impact does the feedback have on a curriculum change? Please give an example.
7. Is there anything else?

RTC INSTRUCTORS

Demographic Information:

Last duty station:

Experience teaching:

Tenure at RTC:

Male or Female:

1. How have you learned to teach integrated classes?
2. Do you think that male and female recruits are treated differently? How?
3. With issues like sexual harassment and fraternization being in the public eye, how do you feel about teaching to an integrated classroom? Would you prefer to teach the same sex?
4. What expectations do you have of male recruits? What about female recruits?
5. How do you receive feedback about your instructional efforts? What action(s), if any, do you take on the feedback?
6. Is there anything else?

RTC RECRUITS

Demographic Information:

High School Degree or GED:

Day of Training at RTC:

Male or Female:

Hometown:

1. What are/were your expectations of what you will learn/learned at boot camp?
2. What are your thoughts about having the opposite sex in the same classroom as you?
3. Do female instructors regard male and female recruits differently? If so, how?
4. Do male instructors regard female and male recruits differently? If so, how?
5. Do you think training should be segregated? Why or why not?
6. Is there anything else?

APPENDIX B. LESSON TOPICS

1. Rape and Sexual Assault Awareness
2. Equal Opportunity Complaint Procedures
3. Uniform Code of Military Justice (UCMJ)
4. Naval History
5. Chain of Command
6. Professionalism
7. Watchstanding
8. Navy Core Values
9. U.S. Navy Ships and Their Missions
10. Military Customs and Courtesies
11. Enlisted Rate and Officer Rank Recognition (Navy)
12. Enlisted Rated and Officer Rank Recognition (Other Services)
13. Shipboard Communications
14. First Aid Training
15. U.S. Navy Aircraft and Their Missions
16. Conduct During Armed Conflict
17. U.S. Navy Uniform History
18. Career Path and Advancement
19. Navy Drug and Alcohol Program
20. Personal Finance and Financial Planning
21. Sexual Harassment and Fraternization
22. Pregnancy and Dependent Care

23. Conduct and Precautions Ashore
24. Military Order, Discipline and Laws
25. Uniforms and Grooming
26. Check Writing
27. Equal Opportunity Program
28. Discrimination
29. Listening
30. Note Taking
31. Test Taking

APPENDIX C. EXAMPLE OF AN OUTLINE SHEET

OUTLINE SHEET 7-1-1

LISTENING

A. Introduction – Early in your career, most learning will be in a classroom. Good listening skills will enable you to get the most out of classes.

B. Enabling Objectives:

7.1.1 Describe the differences between passive and active listening.

7.1.2 Describe how an active listener prepares to listen.

7.1.3 Describe distractions which may inhibit learning and how to overcome them.

C. Topic Outline

1. Introduction

2. Passive and Active Listening

a. Passive listening:

(1) Requires no effort from participant.

(2) Passive listening is NOT conducive to classroom success.

(3) Passive listeners do NOT think or ask questions.

b. Active listening:

(1) Goes beyond hearing: it involves thinking and interacting with the information.

(2) To ensure understanding, active listeners:

(a)

(b)

(c) Separate the instructor's opinion from fact.

(3) Active listening will help you:

(a) Have a better understanding of the information.

(b) _____.

(c) _____.

3. How Active Listeners Prepare for Class

- a. Before class, _____, if any, as indicated by the Assignment Sheet in your Trainee Guide. Write down questions to ask your instructor.
- b. Active listeners must have a positive attitude. Negative attitudes interfere with learning.

4. Distractions That Can Inhibit Learning

- a. Many classrooms have internal distractions; such as the climate, background noises, and poor acoustics; which can distract from learning. Try to maintain your concentration in spite of the problems.
- b. If you are sleepy, make sure you:
 - (1) Sit up straight at your desk or stand up.
 - (2) Take notes.
 - (3) Participate in the class; for example, ask questions.
- c. If easily distracted, sit at the front of the classroom.

5. Summary and Review

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